

The Psychology of
Angels Wings Lost

By

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Please note: This book contains adult themes,
please use caution if reading with or to
children

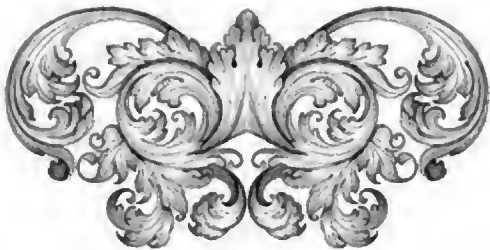


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“Believe in yourself and your flower will grow, blossoming and blooming until a forest consumes in shadowy darkest breeze, the night of your delight.”

Parental Guidance; all poems are just that, poems. Feel free to share. But read to the end. And stay in school kids.

I.S – September, 2019

The Psychology of Angels Wings Lost

Brick, like old stone, contains the face of Goliath slain,
chiselled, upon being set alight,
by ancients, in city satellite,
so called, due to the memory;
with memory ceased due to the fire.

Monoliths constructed from some form of slate or other
heavy rocky overgrowth,
bashed by hand as the tool of choice,
of a polished design, as with the Mayan skull predating the end of prophesy.

Had Pharaoh used Crystal, would he have waited ten years?
As with his life expectancy prior to birth,
her favourite guest the Caesar Julius, Cleopatra;
steadily dwindling and eyes, as with Empire
falling into the bracket of blurry disrepair.

Once Pharaoh stood with brother Moses,
all those years ago, with memory still intact,
amidst the reeds of the Nile,
now he commands creation of an enlightened sphinx or sarcophagi
to remember his snake, a plague amidst curse
damned these froggy boils raining from this firmament,
the brother is to keep him trapped on his journey;
and then rebounding again to the other side, back to earth.

An underworld awaits and life eternal,
and so we pray daily, to his memory,
Whilst Moses, surrounded by the slaves repatriated with their own,
seek shelter from masters whip and beating blow accursed,
through another Sun, a ruler who prepares to journey from shore
to embittered and undemocratic shore, like Xerxes Artaxis
quelling rebellion on horseback with sword,
and calming ocean with nothing more than hand outstretched
Nuclear armament being a steady boat.

So remember gratitude my love,

for were it an earlier age with darkened sky as now,
we would yet have community garden overgrown
constructed of masonry long forgotten to skilled hand,
yet still we have that ahead of us.

Agriculture

The workhorse on dry, barren land stands alone.
Hooves, his own shoes removed from them,
the agony for this, his sanctuary
in which he stands, looking aimlessly forward
over wooden gate.

The animal struck dumb at the sight of Legion,
How would you whisper gentle nothingness?
This shallow and stubborn mistreated animal.
Battered and abused, bruised and malformed,
banished normality is the neglect favoured by a master.

To whom and why is your address forthcoming?
As though workhorse stands on dry, barren land;
as he stands alone in an empty field,
without water, to graze;
with only wild untamed thistles and nettles.

The grass is always greener on the other side,
far from this home, I once called my own;
now he stands, awaiting the truth of his sentence.
All this comes to pass as with Aristotle tried, by scribe, for misleading
youth?
having wisdom? But still, condemned to death for heresy.

Our horse, which has seen battle hardened and weary alike,
struggling with their last breath on bloodied air,
Saddened in his final death chant, more a rattle
only evident through his large expanse of a vacuum,
the window to an emptiness incomparable.

Management

Happy is this fool, "Ay, me!"
born on a deserted wasteland; now a metropolis desert
basking his way this and that; to his folly,
see as he jests in company, and in solitude cries, to depression.
His laughter erupting across the reflected light of an iris,
by default lips curl, whilst eyes crease,
careering a smile, lacking comprehension.
His loss is the ignorance of all loss in totality,
cheek lifts, rosy red with the wine of moderation,
missing teeth, it's his reduction in consumption.

"Am I fool? Or are we not still filled with mead? "
Surrounded by the faces of eager tales and jubilation,
in the face of triumphant victory; at court royal,
restored to a cross for fear of a crusade.
"I cannot dare to move nail from wood.." the Legionnaire describes,
"..or thorny crown from bleeding scalp.." angered to no avail,
for witness of this miracle is the loss of his own.

"..late to bear witness, yet here am I!", with memory of all, bar words,
"Lamma Sabachthani" he echoes the words to Thomas again
A believer speaking a tongue of which my mother,
and father long deceased, failed to teach me.
Perhaps, on a day like today,
when I forgive the treachery of my life,
that traitor Judas, in order to find my fight, hung
unlike a noble Achilles, fallen in victory chorus unending
for silver none the richer, on a tree far from cursed Gethsemane.

Human In Ingenuity

Paris, poor ancient language of love,
philosophy of the first and last mythology;
as though this were the Athens of the East.
The progenitor of freedom to democracy,
an ideal shared.

Los Angeles is where the last fallen angel resides;
watching over the city, amongst the extremes of bold Eagle,
of dark and light, all in rising heat;
Eagles prophecy and lie.
It just depends on what you believe to be true,
to be true to you.

Frankfurt to Munich, Berlin to Stuttgart;
as memory of warm friendly faces have I known of one or two,
reminding me of how we are all to get from point A
to boiling point B,
From Roman Citizen walking amidst Slave.

Dublin of the modern age, like Dubai
from the fastest of cars to the foundation of technology
Eagle caresses ego, his Id;
Freud that harshness, the wrath of Ra, God of the Sun,
Does he remember the broken glass of Osiris?
Tarnished is a temple dweller, complacent.

Back to Israel, the world over; the original home of the love worn,
wondering and war torn nomads;
with seas parting tribe, Spessartine, you moral captor,
from moral or captive;
the victims set free from enforced struggle,
horses and at last, the chariot's of Pharaoh.

Reliving Relativity

So, Einstein was a child once,
on lofty staircase, he grew old.
Sore point of note, he saw a beam of light
and the youth in him grew dramatically
engrossed in the journey across the universe.

Speedily through astronomical numbers,
crunched by a mathematical genius
for the straight line to bend ever so slightly.

Suddenly, you laugh and look into his squinting eyes,
the would be youth of Einstein,
who upon learning of his future
destiny from the quantum teleportation
of qubits of intense information
from a crazy professor
the future with DeLorean in tow,
with auld Marty Yeller.

Where was his lofty staircase
when all was lost,
by the library
where you should have been.

Then its university, studying his cockles off
until Descartes and Aristotle,
Galileo and all the others before
and after for centuries are disproved.

And as causality
which means you can not travel backwards
to change things in that strange land of ye olde,
that massive experience
the one that shaped your most inner inadequacy,
a mostly public faltering,
at the cost of every relationship we all have ever had.

Oh, so smart was Einstein and his crazy imagination,
that we now stand at this juncture,
questioning the future of space-time.
And black holes, quantum thermodynamics
only over electrodynamics

meaning your temporo-spatial inadequacy
is still the experience that cost every relationship
and will be for all of eternity,
in the language of the bar instead of the pulpit, Mens Rea.

You my dear are to learn to be smarter than I,
the smartest of the A-class, so that the
“Lambo i’m going to buy..” will be bought by you, Mr god damned;
“I’m in charge. Your not my dad/mum”.
Welcome to the rest of life, and by the way,
“I missed you!” dry, empty stare into the eyes of youth,
glass Einstein would be proud of.
“By the way, your grounded until your 21”

Engineering as a career

Parental Guidance; this poem contains adult themes

I believed in Global Disarmament and read the newspaper,
then I thought, 'What do I know of Engineering?'

'What do I know of the prince of peace?'

My girlfriend Russia uses Iron, so let us fight.

What are the *uses* of Iron?

Uhm, knives..

Uhm, stainless steel..

Uhm,,,

What do I know of bricks,

or ash or even mortar, these are as words,

meaningless. As Oppenheimer once questioned Tesla,

Nikolai of free energy fame, and then rather than feeding,
clothing and heating Africa,
like it needs central heating or Natural Gas in the winter,
the world is going to melt in winter for all the nukes.

And then Oppenheimer, American scientist,
of notoriety, gave the people a weapon so destructive
it was given to the people of the world
as a gift that scarred many a nation
and destroyed many a life,
causing global thermonuclear catastrophe
built now, into the heart and character of man
from Cuba to Hiroshima and Nagasaki, via Pearl Harbour
with burning back, man turns his face in shame for the sight of children
agony to the more modern wars that we,
the nation I live in create,
Syria, Afghanistan, Iraq, Falklands.
Balkans to Chechnya via North Korea, etc.

Oh yes, Oppenheimer, ripped molecule from atomic shell,
and called it a skill. He was fired,
or shot or something; absolute Legend.
Behold, it's still Engineering history right?
Erm..

Volkswagen was German, Mercedes, Armani, all German;
they created the flavour of extremes in Capitalism
as opposed to Socialism, which should have been Global.
When in incivility, the world was less sort of,
well greedy and evil, they call it dark but that's what they mean,
ready for space with limited resources, which is dark.

The rich laugh.

What's a credit card? What's a welfare system?

who was Marx?

Engineering as social experiment historic.

Please tell Nikolai, that one pilot, 'me?'

"Yes, you. The one who keeps flying over the Isle of Skye,"
he's on the telly, "not so secret mission,"
and in the papers.

"Is he lost?", very carefully, very diplomatically state,

"Drop a bomb." I will it.

"Please, because nobody really respects Global disarmament"

sneers a smarmy sneer, "...in the West", little Niko replies

"But everyone kills Arabs or Persians or whatever?",

and the word African refers to a continent

that is basically going extinct;

supermassive real estate.

We are individual nations like Europe.

Ebola is a thing,

Aids is a thing, so thanks for helping Russian Nikolai

I for instance was born in Zambia, bomb there, it'll be great.
You'll love it.

Sarcasm.

But seriously, Isis not allowed,
or Eta or Taliban, but hey, Boko Haram? Daesh? go on.
One last time, "is he lost?"
If you watch the news North Korea, once a unified state,
well they, uhm disarmed, now you?
"But that's bad for business!" replies Niko with a Kalashnikov,
Russian Standard.

Or Israel, what did you do in the war?
"Yes, at Tel Aviv airport, as I was racially abused",
so I'm suing in word, a class action, law suit.
Or Germany? "Yes?" Germany replies,

"I asked why the Chancellor has never been to Israel or the Philippines?"
but I had to watch a man literally masturbatory his taxi!
"..at the airport?" uhuh.

And faced farcical mortar fire whilst ushered into Davids Gate,
A priest runs from a question of whether he believes in Global
Disarmament,
in Jerusalem of all places,
sleep is my experience of a holiday in a war zone come religious
pilgrimage.

Bomb Israel or Gaza Comrade Nikolai!

My kids love army games so bomb their house,
I'll hate you for invading Georgia that one time, remember?
and for my kids lives, etc.
and maybe, shirking principled conviction, join the army,
then we can have Global Disarmament?
"Da!" My kids say, yes.

But wait, tell South Korea or everyone everywhere,
whispers: "kids grow up playing World War III on the Tele,
and don't fear the death toll", that always rises.

"After the first, you know, bomb or strike jet",
with fixed air carrier and mobile Satellite stations
research and Aliens. No-one likes Alien, bar the director,
which gave me nightmares, love it!

Forget the aliens for now, lol (laugh out loud in child speak),
when my children fail school
I will blame Nikolai first,
then the media and computer industries
and then implore the government
for Reparations for slavery to sin and actual slavery,
then go on my merry way back to an Africa that doesn't want me
or the Bahamas or wherever,
with or without my kids,
who don't want to go to ZAMBIA despite being half-Zambian.

Anyway, this isn't a *convo*
(that's Australian for conversation or something etc.)
Where was I, oh, yeah;
when my kids fail school everyday,
after feasting, they blow things up on a box
made of plastic and wish they could do that for life
the same thing in real life, strafe, shoot, strafe, aim shoot.
Having seen a gun and thinking its really good to hold etc.
Buy one, America has them as a 'Right',
despite kids being shot in schools by their teachers.
Which I guess is cool, if you like the kids to get shot.
Remember the gurgling throat sound,
like guttural Arabic. Bullet proof vests at dawn,
packed lunch, and then home time. Homework.

2152 World Cup

What do I know, I'm not Arabic;
Zambia for the World Cup 2152.

"Go Scotland.." you have to have a backup plan.

Who will I blame when they end up in jail,
Nikolai
or go mental and end up in hospital,
Niko and his A.I.
or end up dying of a drug overdose,
well that's Afghanistan or Pablo;
or become alcoholics,
Niko man, give up the Standard.

Associated to other willing alcoholics,
who smoke dope and take coke or lsd, or ecstasy.
Apparently black don't do Crack,
ever seen *the Wire*?
Popular culture reference there,
in case you don't do television like me.

People die of this too,
like getting hit by a bus, but its a warm blanket of;
"oooooh that feels good!".
Now hand me the remote control,
You can get a Tele when you can afford one.

YOUR GROUNDED, AND NO MORE RUSSIA.

Eighteen years old, they soldier until a soldiers day is over,
(your on call 24 hours a day when there is a war.
Enjoy no sleep until the PTSD wears off, in peace time,
"*which of these doesn't leave you, peace or ptsd?*"
Or how about losing a leg or an arm?
You can run fast, faster than a speeding train?
You won't die, but can you get another life,
yeah it costs a British Pound Sterling,

buy a cigarette and get smashed,
you own grand-kids when your like 24 like dad);
soldiering ends and armoury begins quite early I hear.

Judge not lest ye be judged, see I JUDGE myself to death.

Because people poisoned by radio-nuclear toxins
well, it is a common thing
in that brave backwards bear,
stronghold of a nation, so racist towards its own people it kills them.

Yay, I'm Russian and a rapper, cool. Can you rap?
"My country pooped on me, they wants to get...
uhm, kill my, uhm.. what?"; sing along if you know the words.
Civil war and strife at home, riots
are almost unheard of in Edinburgh, but London?
we march peacefully. They wreck shops and get jail sentences,
remember anti-social behaviour is bad for business.

Even the racists stand at tables, shutting streets down to say,
"Oi, get out of my pub!" British popular culture reference.
We call them trestles, you know, like church fetes
standing on the same street across from each other
shouting aimlessly opposing sides patiently, politely wait.

Until, like boxers waiting to pounce, they mutilate one another
at night time, of course. All very civilised.

Have fag Nikolai, have many fags.

I word you, of course,
because as a parent I respond to the needs of my kids,
growing as slowly as they do.
So, if your a kid who has kids, reading this,
it's a Parental Guidance poem
for my kids of whom I love *dearly*.

But once, there was a war concerning the entire planet.
What did I do during that war,

Slavery, capital S for Satanic,
Reparations are cool with me, I take cash and credit card.
Austerity and racism on beaches in Australia.

No, there were two, it happened twice,
I was you know, not a soldier then, why should I now?

In a colonial state at the time, in the sack of a family
I don't know, pre-embryonic dreaming
of how one spermatoocyte would one day speech
not unlike Chaplin's *big speak freely*,
about the evils of the machine
and men's minds in comparison;
to the communities women founded,
in peacetime or otherwise).

So, when my grand-kids ask me what I did during the war
If my kids aren't made to be, uhm.. well..
Not that I have any kind of bias but hey, thanks for asking.
Who supported Japan when the Korea(s) forgot

To put the safety on a bomb,
which could have serious consequences for aquaculture,
you know, you killed lots of fish, Nikolai
of which any nation could be feeding you.
And so, they ate.

Sleep Patterns of Cherubim

So, we all day play, wrestling hour upon sacred hour,
in advent to the rise of the clitter clack
a bolt of lightning killing the power,
and not another soldier from middle eastern shores,
over that new founded high speed data connection,
the sound and sight of his blood
gurgling, echoing in city street,
in his throat, as his stomach is shredded with shrapnel
and belly full with blood
Oh, so bullets aren't just on the computer,
Imagine said bullet, passing neatly through your skin.

So your going to die, why not live it up?
Well, such is the spice of life,
so narrow is the divergent train in the diction
your elocution should be clear and your point concise,
that I discovered the coffee I drink,
which should always be fair trade.
"what does fair trade mean?"
and then wished I,
could I stop you from discovering the same?

When I was younger,
I wished I could speak like I write,
Speak when spoken to,
now repeat after me,
"I practice every day",
until we are both listening to me.
Speaking is not the hard part.

My mother wished she had girls,
as right now, in this moment,
I wish I did too.

But boys to men,
are we gentlemen, you'll make your mother go blind,
we are just that and you will discover,

the bane of every father is the prom date
with which, they, your betrothed and her family;
meet lanky young gangster one
or not so lanky gangster number two,
archetypes typical of who desires
his daughters hand with a little more affection
than was he, and I, supposed to know of.

The bane of every fathers existence
and the jewel in the eye of the statement;
'a face only a mother could love'.

Now I'm not saying I don't love you,

every parent will love you
for what you give the world
this our world,
is the joy of laughter and tears.
Frustration and look, do you see these grey hairs,
take them, I don't want these grey hairs,
you have them, and I'll have your fantastic youth.
To play games and eat sweets in the sunshine
whilst running away from home

Oh, that wondering dream,
with the dream of a job in the highlands comes you.

So, how about for a few years,
we try sleeping not like at your mums,
but like at mine with the lights off, and no noise, but everywhere.

Or, excuse the dark tone,
for I will you to live poetry, night and day,
not jumping from rooftop high,
for the raised voice and smashing of door, signal the symbol,
in sky, and the word is spelt 'parkour'.

I know, you want to go to bed,
this is your bedtime story. So,

how about for a while we try *walking* across roads?
my hand in yours until your like eighteen,
embarrassed because all the other eighteen year old's cross the road
unaided,
with their girlfriends hands.
Yours will be mine to protect
from all the wealth of troubles I wish you to avoid for life.

And don't forget to look at the scenery,
tear in eye as you cry a sweet nothing of hatred towards the earth,
swallow me whole, you'll sing,
and everyone will laugh,
but I will be proud of the knowledge
that you can now walk across road,
bright, with traffic awesome,
and slowly at that, when the green man appears
as opposed to whilst the truck is turning the corner,
in his blind spot, with your wonderful few years of experience.

Home, is where the struggle to leave is,
not for a bar, but *the* bar, setting a goal to be the lawyer,
not in need of a lawyer.
Not for fear, but because for fear for you,
my sweet, my sleep patterns no longer exist.

No sleep til Brooklyn.. etc.
So, all day we read, "*that's what boys do,*"
then we read, "*that's what men do*", read with me.

If only so all men might sleep easier
knowing their chastity belts, you'll find the key in the fathers hand,
newly acquired in yonder high tower,
across green meadow, and foreign street
with language unusual and senses mesmerising,
brightly might make the dream a little more real.

When you have a roof(s), please note child of mine sweetest most divine,
I mean your own roof(s) and pay for it
with little to no support from your mother,

because I am your father – the man who does not pay your rent,
for you will, due to your breadth of surpassed years on this
our mortal coil.
You will get my meaning.

Time/(Chronos)

Hush little one, sleep.
Your time will come, be patient.
Sleep child, no tantrums or tears;
with hushed voice we survey Kronos,
real name Chronos, the Grandfather of time.
He creates the architecture of Time Keeping.

Dare we study the physical make up of his grey beard;
his wrinkled lines across an almost solemn solitary expression,
alone, he smiles, you see him not, your Grandfather Time.

Had we, I,
once dared to look down rather than up,
for the chronological manifestation of the God of temporality,
I would have seen his dissatisfaction.

Sleep child, dream for your grandfather, Chronos has a plan,
images and visions of a future amongst stars
in their celestial parchment.

The predestination of causality,
of fate and matter;
knowledge of all things awaits you.

So, sleep child, talk less,
for you and brother child,
demi-gods in a reality of lost dragons,

angels frail and fallen with the advent of the new age.
The rise and fall of man.

So, sleep my child.

Omnivore

Meaning 'all-eater',
Latin, Omni; which means 'all'
Vorare, present active infinitive form of *Voro*.
'I devour', 'swallow up' consuming all within my path
from the extremities of mountain to shallow streams,
from clouds to oceans, ice-caps to tundra.

All for that most precious of resources,
that life vein from whence the primordial soup did bubble
as with the Geyser, allowing an ice bath above hot spring
in winter most lacking in warmth.
Crave it, I, desiring this liquid clear,
for the journey is long and tiresome,
I, minding nothing.

Nomad Tent unopened in plain view of Nomad Soul undeniable.
With peering eye and heart of the Cretan Genghis,
that Mongol barbaric who tortured the nobles of enemy distant,
through flailing or trampling under foot,
or boiling and searing to death.

This humanity I once longed for,
is to sleep until sleep unending;
so, now no longer the beautiful honest dream
 of an empire
of Oracle led Spartan.

Technology

I want to visit my mothers sentimental gift;
the acre of land, for children to dream and learn
of which I purchased, for her to see me on a mission
on a lunar surface, her memory would remind me of relativity
politics and mine.

The Total Writing Systemic Method: Aims (or problems and solutions to the same)

1.1

Within this linguistic discourse, predominantly designed to help children to get to sleep (along with a form of communication with parents and equally a writing tool aimed at teaching anyone and everyone to write) without bias in a dialectical syntax has the following aims:-

- I. *In the form of a dialogue with the audience and;*
- II. *in which speech is predominantly defined as the role of a parent/teacher or guardian within the role of parent/teacher/guardian etc.*
- III. *as a tool for allowing anyone to learn to write in a similar and somewhat familiar manner.*

This is such as there appears a theoretical framework within the works surrounding the Multiphase Multiverse Inverter Universe(s) in which grammar, syntax and narrative are a core component of which, all are defined within the narrative of a complex and almost analogous system of natural language. Whilst at first glance, it appears easy to define a poem as a stand-alone construction of individual language, there is more to the general unifying theorem of the framework known as the Total Writing System. All of this is such that the nature of the object of language and its use becomes the subject of orientated normative cultural subjective ideals (specifying the difference between objective and subjective roles within the narrative or within any given narrative through the constructive evaluation and analysis as follows). Other area's of interdisciplinary study such as for instance science, technology and engineering, social anthropology and legislation as well as autocratic and democratic hierarchical structures and the foundations of civilisation feature heavily as mentioned characters within various aspects of the more abstract work to follow. These are exhibited within a diatribe or dialogue in which the poetry allows an opportunity for communication and dissemination of the key themes portrayed within the work; whether that is in a group or as individuals with children or otherwise.

The reason, without focusing on religion is because monotheistic culture focuses on the same ideology shared in part, which is touched briefly

upon with a view to defining theistic monoculture through a reimagining of all relative theology and experiential psycho-social evaluation and analysis of converging and diverging trends within sovereign borders both nationally and internationally.

The role of institutions and institutionalisation of society such that a preponderance towards formative and normative verbal, written or visual communication both within academic structures and equally more general interdisciplinary societal contracts of which leads us to areas of specificity and rules within the specific conventional and cultural convention of academic conversation whether monologues, dialogues or analogous synthesis of form in the format with which the reader consumes. This is all completed such that the reader accomplishes a level of academic excellence in the form of diction if nothing else, such that the conversion from colloquial to multi-lingual and multi-interdisciplinary development becomes their (the readers and writer(s)) role.

In this regard it should be noted that writer(s) is taken to mean, any singular person who chooses to use either a technical or non-technical development structure and ambient post analysis and review of either this series or a future successive series of books in which '*mind over matter*' becomes quality, quantity and variability within a key core elemental series of subjective / objective ideas. The subjective / objective matrix thus becomes how one person views either their own work or that of other peoples work both prior to and post development of the same idea e.g. time, space, multiverse etc.

The point or aim is to create a synthesis between multidisciplinary scenario's in which a person learns from both their environment and from every aspect of every person and objectively promotes a subject such that they improve as a writer. Now, as writing is easy for some and harder for others, development of a structure which creates the superfluous motion, namely, fluidity within a powerhouse of creative and imaginative structure comes with time, practice and constant and consistent self motivation (or encouragement). That is to say, as a predetermined understatement, open and free outlooks on divergent linguistic trends would define the difference between normative versus formative and performance based accounts provided in each and every book. In this primary series (the multiphase multiverse inverter series) the aim was to develop:-

- i. Diction with a view to enhancing self confidence and direction of writing, a literary style and knowledge of a catalogue of work (whether self directed or otherwise).

- ii. Moral standards through communication (be that through the ideology surrounding parents and children, teachers and their students or somewhere in between).
- iii. Educational syllabi within primary, secondary and tertiary infrastructures and potentially a bridge between all three (namely where there is none available).
- iv. Education outside of educational structure either prior to or post academic success.
- v. Encouragement with a view to promoting further development of a positive guide for future generations of writers (and positive enhancement of the bedtime reading experience through polite addition to any bookshelf).

The Total Writing Systemic Method: Aims II (or problems and solutions to the same)

1.2

The discourse that dictates the language, culture and syntax of racialised speech emphasises and enforces stereotypes. Stereotypes being a form of more obscure and divisive negative heuristic idioms. That is to say over time the difficulties associated with divergent race in multicultural societies becomes a form of educated supposition in which relational symmetry is defined.

Over time, the politics that surrounds class is refined to incorporate multiple perspectives of poor or deteriorating citizenship and identification of attitudes formerly associated with blue collar and '*working class*' voting practices and ideologies. Namely, this forms itself in the association and incorporation of '*second class*' citizenship in which the bias of an entire nation is promoted through the acceptance of firmly held beliefs enshrined in the media and also developed in the same. The role of democratic socialisation and normative role of legislation in left leaning society is for all citizens regardless of age as characterised through institutional education in which equality exists within their infrastructure(s).

Class defined through the varying lenses of strategic, tactical and operational viewpoints expresses convention and acceptance of the organised rules and development within organised structures. As such the failure of society happens to be where a child ceases to be included in the identification of the role of participatory education. This limits the development of not solely social skills through defying as opposed to defining social skills or defining culture and class through societal lens(es).

Equally education in all things from law as a mandatory primary subject at the core edict and role of making or breaking *rights* and *reforming* equality of opportunity is key. In so doing, it highlights current and future trends in inequality as unjust and as unfair. Rebuilding equality as a legitimate quest for freedom, rights and constitutional power and justice as right (in the form of human rights) and duty in the form of a societal contract in which welfare reform is applied and adjusted in line with inflation is also a similar narrative later to be delved into.

Parenthood as a motivation for youths is a dangerous analyses due in part to the overly sexualised media which psychologically allows youths to form grandiose ideas, connected to self worth as promoted through media

infrastructure in which children grow to learn the very same social stereotypes (of which this is a mild generalisation) that halts the progression of society through repetition of the same arguments that have raged since the Representation of the Peoples Act(s).

The role of education through the use of language creates, critiques and self analyses society continuously without hindrance, reinforcing the equal opportunity, at times overshadowed by the hardship faced by single parent households. The difficulty of the failure in schools along with secondary and tertiary education (evolved from high school institutions through to college and university spaces) are open to all, though not all feel they have the requisite skills, knowledge, education or diction to compete in highly competitive markets.

The aim, through utilisation of simple and complex narratives would be to repeat key ideas of interest and discussion to ensue as opposed to directing the course of thought or action (such that a moral counter is pointed towards the morals and values of a society and former negative ideas and ideologies are enshrined as points of argument against right wing ideology). Intelligence through academia and academic principles such as the vocalisation, normalisation and constant appraisal within welfare structures of education are again key when thinking of the same. This can be focused though a reduction in hate speech evidenced through limitation of the use of stereotypes in the form of racism.

As such, it would then point education and the democratic infrastructures and structures as professional, guided tools designed to provide for the state against fascism and right wing politics and policies. This in turn would lead society in this case to be more than free to focus on the ideology and education of peace whilst allowing checks and balances on the psycho-social level as opposed to focusing solely on targeted groups, classes and the wealthy (i.e. halting civil unrest due to mental ill health, lack of self care and allow for the psychological health check of a nation with a view to overcoming radicalisation through institutions which enshrine institutionalisation.

Again, this comes to the fore in a reduction of wastage in society through a social role for every citizen as opposed to the model of crime that encompasses six key points:-

- Crime and youth.
- Crime and gangs.
- Crime and authority.
- Crime and deterrents.

- Crime and the role of discipline.
- Crime and role of juvenile detention.

Reduction of which would not only save the state multiple forms of wastage within a capable and hard working, honest and honourable civil populous, replacing crime with self worth of the individual through the media's multiple vessels and channels in direct partnership with government and the police. All of this as seen through Strategic (5+ years), Tactical (medium term, 1-3 years) and the shorter term Operational lens (up to 1 year).

The Total Writing System as a Systematic Infrastructure for alleviating poverty, educating the public and allowing for the detection and prevention of all crime worldwide: The National Entitlement Card that works as Democracy rather than on a Concessionary basis

1.3

General aims, questions and points of note with regards to the disparaging and increasing divergence of the great divide in cultural wealth within class divisions as a note on the richness of a soul, the character of a nation and societal traits that point towards shared and divergent personality within cultural syntax. The differences between a normative labour economy within a social welfare state, or any state point towards the struggle(s) to clothe, feed and heat, house and entertain a civil populous versus the strain on government treasuries and political econometrics worldwide as a route out of pre-founded forms of societal bias. A relaxation within educational infrastructures and institutions allows limitations within any given society and creates an assumption of wealth whereby wealth within a capitalist, socialist or communist infrastructure is shared amongst either the entire populous or solely within an elite infrastructure that serves the few and not every aspect and corner of a nation. Despite this fact, corruption within each of the above mentioned systems is endemic, obvious and a strain to the public purse as well as of detriment to the health and well-being of any society due to the rapid rate of progress of every industry and infrastructure outside of social welfare.

The historic nature of job creation through government intervention and private and public partnerships as evidenced through various offices and departments should highlight a route to alleviating civil unrest and education through principles that are shared within the global civil populous. But without hindrance as to intergenerational difference(s) in opinion, education and background (standardisation as a defence for structure, order and co-operation within any and every nation) allows a route to making poverty history as opposed to historic. For true competition of any state to become a reality, equality of each sovereign nation would have to be a reality. But where the public(s) of each nation allow the endemic nature of child poverty and malnutrition to remain a reality in the modern age, adult literacy and full compliance within governmental structures would have to point towards creating not solely competitive forces within any country but rather a route to the end of corruption.

Architecture in this light is painted as both modern and archaic, with older listed buildings highlighting the heritage of industries that underpinned the political and politicised language of wants and needs, both within the language, grammar and syntax of needs and wants. Marketing utilised and targeted aggressively towards a pre-teenage market every day (as well as more adult fields and disciplines within any given market, literature or culture) paint the inevitability of consumerism within any man or woman, or even a child's nature; regardless of whether they are selfless / self-serving / subordinate in capacity to gain for the drive for more capital.

The double-edged sword of a temporal (or time based economic guide and the social contract of the systematic abuses of welfare and education) within any economy whether it is of scale or even a political economy comes with it's own triggers and set-backs as a result of ideology that either promotes, develops or limits the same. The distribution, applicability and seasonality of preserved concepts, ideals and academic as well as literary economic values from heuristic idioms are the temporal economy manifested through culture, history, art and politics in the form of law as an educated principle.

A simplification of trends in agriculture, business, trade (domestic and foreign) over regionalised and national industry, manufacturing and engineering of **new and genuinely useful** products and services for both adult and junior markets split into demographic sub categories in this regard is a necessity. Refining social education with a view to increasing civil service as opposed to increasing solely welfare budgets with a view to ending the plight of any and all kinds of poverty, and especially homelessness in a world that has enough space to house every human life (or should) along with educating and providing for jobs is the new order of this and every successive generation. But how can this be achieved? Through tertiary education in both physical and natural science for anyone on social welfare with a view to alleviating the very same ills that create social bias.

Improving the self-worth of all nations, people(s) as a societal goal within technical and non-technical fields both domestically and overseas through promotion and encouragement of non-biased, person centred approaches to societal issues and non-judgemental values of successive generations allows for just such a system. The value placed on removal of stereotypes in society and criminalisation of the poor as well as counter-terrorism within globalisation and the use of camera's in alleviating [**and**] reinforcing positive rules within society such that corruption is driven out

from the bottom upwards may initially cause instability within value cultures of a nation(s) people as the redevelopment of society falls on the very people(s) it serves. An example would include the distribution and durability within primary, secondary and tertiary manufactured goods worldwide through international competition. The ideology that the philosophy of competitive forces within business, industry and trade accepts social actors but not social activism (and their related activists). Thus the limitations of a glamorous lifestyle with regards to the natural beauty of any nation versus the utilisation of clothing and foodstuffs marketed to support the United Nations world wide as a relief effort in which Food Banks would be operated by multi-national corporations such as supermarkets with a view to limiting the level of taxation paid to government (would also require provision of services such as medication outside of traditional charitable goods and services in unequal divisions of both labour and service or trade).

The scientific analysis of a temporal economy such as a 24 hour gym on the national grid highlights the success and or benchmarking of a complete society in need of continuous overhaul through the knowledge gained from Management infrastructure regardless of capital gain. An example of this point is noted when looking at the strain on the national grid of a lamp post that is not energy efficient or cost effective, secure and equally able to promote the use of conscious capitalism or ethical key indicators within capital use (i.e. CCTV in lamp posts to prevent and deter crime both with the knowledge and application of individual policing efforts within civilised culture whereby locking up individuals at the first instance is beside the point, the point being to save lives and protect the public, whilst changing the role of a civil servant from civilised educated servant of the people to civilised educated public members who serve one another in roles fit for purpose).

Small business start-ups analysed through education and diversification of a service sector as well as workforce(s) in comparison to benchmarked global startups in the same fields again highlights yet another point, namely that of education and competition in companies to the assumption of combined wealth and individual wealth within *any* sovereign state as well as *every* sovereign state. This is the question of democracy, privacy and rights and freedom's in the modern age. Global governance being a mixture of soft and hard skill sets and the definition of a well rounded education without mandatory legal studies (in high school or possibly earlier with a view to reducing crime as opposed to criminalising the public).

Key questions:-

- ✖ Can the corrupting influence of the power of wealth be classed as righteous or unrighteous in the eyes of the rich as well as the poor and distinctly destitute?
- ✖ Can the economy and accumulation of wealth ever be classed as a political form equalin states, households and individual global demography?
- ✖ Is poverty just or wholesome?
- ✖ Is wealth respectable or are human rights a richness beyond comparison? (this is not either / or)
- ✖ is wealth respectable or are human rights a richness beyond comparison?
- ✖ Is pride in an empty purse a virtue cursed?
- ✖ Is there honour in wealth or is it contemptible?

A note on Social Welfare and Social Education as a National Entitlement Card available to every member of the public whilst questions of private versus public (or) private public partnership(s) within any field.

The National Entitlement Card should be simple. Once activated by a parent, their child's card should allow them access to:-

- ✓ Bank (a pre-payment system regulated by Government {or Gov.uk})
- ✓ National Insurance
- ✓ Bus Pass
- ✓ Benefits
- ✓ Matriculation into school, college and university
- ✓ Council and library services and accounts
- ✓ Government access
- ✓ National Identity cards (replacing paper I.d worldwide – such as a passport)
- ✓ Social Welfare – from host country
- ✓ Social Education – from any and every institution through distance learning as directed by the United Nations in order to allow pairing and equal opportunity of learning for all students on social welfare which would allow for a national and international system of prepayment into academic and government systems for institutions

working closely with all governments in line with anti-poverty and anti-corruption infrastructures.

Disclaimer

Due to the nature of these books, which all point towards the same idea and ideology, this is simply a suggestion towards a [global] democratic society.

The Total Writing System : The educational stimulus within a culture of academia starting with equality of diction

1.4

The following and preceding books all have a specific vocal authority with regards to the narrative simply defined through the role of education and legislation in defining the importance of diction and grammatical syntax in which the onus is on the individual reader / writer / student within a societal contract. A note on having to learn the law of a nation starts with the government portal(s) that currently and likely will exist in the future with a view to teaching anyone from any nation how the development of common and civil law led to the development of society. The importance of diction within a subject such as law is derived through English and Latin translations; thus the process of learning and creation become deeply intertwined such as to allow self development through a system of books within a singular bookshelf. Whilst they (the books) are designed to be stand-alone, they equally are a system in which the writer and the student, parent and teacher alike will be able to see the fruits of a system that allows for a multitude of inspiration due to the depth of subject material.

Where there are a number of issues that are required to be discussed or considered disadvantageous (such as for instance the policies and politics of far right versus the politics of left in which liberal trends and trains of thought are the role of any and every nation, *equality of diction* then translates to moral acceptance or refutation of specific thematic points. For example the evils of exclusionary language within the role of mental health and the cure for the same through a revaluation of an individuals self worth within society through a social and cultural role in the psychological make-up of a nation). As such a structured and multi-tiered strategy is created through the comprehension of thematic discourse in which development of the self is paramount as an ideology with a view to incorporating the individual within a societal setting through education as ultimate equality. The strategies employed in assessing self dedication and commitment to a thematic discourse over the course of a month, regardless of initial comprehension should by the end of the reading leave the reader with a conscious and constant understanding of the expectation of a societal contract. This can be viewed through the syntactical lens of the environmental factors surrounding a mature and civil society through the use of linguistic approaches to broaching the subject of dialogue with

regards to harder to communicate idea's such as the politics and identity of racial phenomenon and phonemes in written and academic infrastructures.

Application of current and future trends as well as historical perspectives with regards to national and international academic principles highlighted through the images of light and dark subjects, comedy, poetry, philosophical and political as well as divergent trends within racial and religious expectation of political correctness within a social and anti-social definition of the same issues associated with education. The culture of speech and the use of specific forms of language to point towards national sentiment and international specifications of the requirements of the use of language develops the individual perspective thus altering the freedoms(s) by putting the emphasis of a societal contract on the individual. Where they choose to take up the challenge of writing, developing and aiding in the psychological evaluation of the nation they live in, they become a part of a larger project in which the synthesis of natural and constructed idea's and perspectives allows for a redevelopment of the acceptance of national and cultural values in a normative setting. The analysis and critiquing of internal and external forms of bias on an individual and societal level then creates the image of macro and micro (large or small) conceptions of society in which, the idea of looking at the synergistic elements of language (the sum of the parts not being equal to the whole, as with *Simplicitas dignita et iucides*) on an individual and societal level.

Equally the onus of development of a narrative is then placed as a constant discursive and discursive is placed on the language used and the information sources as primary tools with a view to developing problem solving and critical language use over time within a specific narrative. Discussion between parent / teacher / guardian(s) and the development of the promotion of educated principles within the nature of a civil society in the form of discourse as a dialogue as opposed to a judgement of civil society then allows the individual to develop themselves rather than competing with (themselves) in the form of completion of a degree or form of education through social welfare. This is utilised in the format of political and philosophical constructive criticism and poetical analyses (in a simplified format that define a number of divergent and convergent trends within society and ultimately the construction of an age of enlightenment through thematic conceptions and the use of tone within the inferences made as a result of moral and societal discussion which should ensue between parent / teacher and guardian(s) as well as children).

Transition between passive and active oral and written thematic discourse as a dialogic interchange between the writer and the reader requires a responsive and direct construction of the moral nature with which liberal art and culture inspire further art and culture in a cyclical rotation of similar and further reaching values that are not solely racial but social (as a point of note, an example of a thematic dialogue might include the dialogue of *5th of October : 9pm*. The idea of one nation being picked upon as opposed to any other nation being responsible for the use of education leading to an instance of annihilation of a nation would be in opposition to the direction and movement of an entire civilisation. The aim being to remove the 'ad nauseam' of a negative thematic ideology such as that of race or lack of freedom or sovereignty. This in turn puts the writer somewhere between educator and reader as well as producer where they take up a societal contract in order to develop their local, national and international self-image as well as becoming an ambassador for the nation they serve as a civil servant in any form whilst fulfilling their own role in society. All of this is such that the current and future student aims to become a current and future writer, whether this is through organised educational infrastructure or otherwise is a role as yet to be developed.

Definition of the grammar in the direct and indirect uses of the Total Writing Systemic and environmental learning processes are defined in the role of the individual and the worth of the same in broaching more difficult subject material; the relevance of which relates to the compound foundation of a learning strategy. Religion, though theistic within the ideology of a monoculture, highlights without expressly being overt or the inverse of the same, on an individual and societal level. Political, economic, social and technological as well as legislation and environmental factors without (and equally within) the demography of democratic infrastructure of educational stimulus.

Cognitive development of both adult literacy through both protracted and emphasised use of incorrect grammatical syntax then aims for all individuals to aim, teach and learn equally at the same time as a route to education and democracy with a view to creating Global Disarmament discussion and (or even) a vote within every democratic infrastructure working towards an equal position within space and time. Development of self-motivation and learning through the *Societal Civil Contract* e.g. such as that discussed within the *Declaration of Education and Social Welfare* as a means to creating a multi-tiered social welfare reform programme such that social inclusion is not on the basis solely of merit or worth of an individual

but actually on the academic and societal value placed on the idea of *Absolute Equality. I.e the faster all of society on a planetary level develops, the quicker the world as a whole will achieve a position within a space based organisation and infrastructure as opposed to applying the competitive forces of one nation over another.*

Personal goal setting and normative guidance, critique and analyses of what a democratic interchange of social value would look like both in a realised educational setting and equally with a view to developing positive mannerisms, behaviours, dialogue and interchange with democratic infrastructures. Equality of Opportunity as a Societal Contract that defies individual perceptive behaviour and the use of language with a view to defining the opposite of bias through questions of social bias, class and the need to alleviate poverty through any and all means (such that lives are saved in winter, summer and equally any season in which the environment is still affected such that there is a danger that people either dehydrate or freeze whilst contracting potential sickness and disease on the streets of any nation). Equally, development of a coping schemata such that the efforts of bullying and of the bullied (for children and equally for adults) is removed with a view to noting the nature of productions of written material.

Proof